

# Social Studies Curriculum

## 11th Grade - United States History

### Essential Understandings:

- Identity
- Work Exchange and Technology
- American Demographics
- America and the World
- Politics and Power
- Environment and Geography
- Ideas, Beliefs, and Cultures

### Essential Skills: Throughout U.S. History, students will:

- Think chronologically, placing major events/eras in U.S. history in order and explaining in written and verbal form, historical causation and continuity and change over time. (RH.7, RH.8)
- Comprehend and effectively communicate a variety of historical sources by utilizing various primary and secondary sources, including documents, photos, maps, charts, graphs, political cartoons, works of art, etc., and identifying the literal meaning and/or historical perspective of the source. (RH.1, RH.4, RH.5, RH.10) (WHST.1, WHST.2, WHST.7, WHST.8, WHST.9)
- Engage in historical analysis and interpretation by formulating questions to focus their inquiries and analysis; comparing and contrasting different sets of ideas; considering multiple perspectives; explaining causes in historical actions, including the role of the individual, the influences of ideas and beliefs, and the role of the unexpected; and notice patterns in history and relate the past to the present. (RH.3) (WHST.1, WHST.2)
- Conduct historical research by formulating questions, obtaining and interrogating historical data, and presenting findings in a thoughtful manner. (RH.2, RH.3) (WHST.4, WHST.5, WHST.6, WHST.7, WHST.8, WHST.9)
- Engage in historical issues/analysis and decision making by identifying historical dilemmas and, in turn analyzing and communicating (verbally and in writing over shorter and longer periods of time, and in some cases utilizing a process), the interests and points of view of those involved evaluating alternative solutions and formulating positions; and identifying the solutions chosen in history and evaluating the consequences. (RH.6, RH.9) (WHST.10)

### Chronological Reasoning

- Historical Causation
  - Compare causes and/or effects, including between short-term and long-term effects. Semester - 1
  - Analyze and evaluate the interaction of multiple causes and/or effects. Semester - 2
- Patterns of Continuity of Change over time
  - Analyze and evaluate historical patterns of continuity and change over time. Semester - 1
  - Connect patterns of continuity and change over time to larger historical processes or themes. Semester - 2
- Periodization
  - Explain ways that historical events and processes can be organized within blocks of time. Semester - 1
  - Analyze and evaluate competing models of periodization of United States history. Semester - 2

### Comparison and Contextualization

- Comparison
  - Compare related historical developments and processes across place, time, and/or different societies, or within one society. Semester - 1
  - Explain and evaluate multiple and differing perspectives on a given historical development. Semester - 1
- Contextualization
  - Explain and evaluate ways in which specific historical development, events, or processes connect to broader regional, national, or global processes occurring at the same time. Semester - 1
  - Explain and evaluate ways in which a development, event, or process connects to other, similar historical developments across time and place. Semester - 2

### Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
  - Construct a comprehensive and coherent thesis using analysis and historically relevant evidence supporting your claim. Semester - 1
  - Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments utilizing both claims and counterclaims. Semester - 2
- Appropriate Use of Relevant Historical Evidence
  - Analyze features of historical evidence such as audience, purpose, point of view, format, argument, and historical context to the evidence considered. Semester - 1

- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions. Semester - 1

### Historical Interpretation and Synthesis

- Interpretation
  - Analyze diverse historical interpretations. Semester - 1
  - Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time. Semester - 2
- Synthesis
  - Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. Semester - 1
  - Apply insights about the past to other historical contexts or circumstances, including the present. Semester - 2

**Content Standards:** The content standards: history, civics, geography, economics and culture/diversity, and the literacy standards for Reading and Writing, represent major strands within the overarching umbrella of social studies. These five strands provide a broad context in which students explore U.S. History in a time period spanning the American Revolution through contemporary American issues.

**(H) History: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

**Essential Questions:**

**• Historical Knowledge:**

How is the past revealed, interpreted and understood?

What makes some historical interpretations better than others?

**• Relevance:**

How and why is the past relevant to me, my community, my nation and our world?

Can an individual change history or is history inevitable? (Why?)

**• Conflict/Cooperation:**

How do conflict and cooperation shape (benefit/destroy) societies?

In historical interactions, why do conflicts arise and how are they resolved?

**• Perspective:**

Whose story is it and how and why is it being told?

**• Change/Continuity:**

What causes change and continuity in history and why? (ex: economics, technology, politics, environment, traditions etc.)

**(C) Civics: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**

**Essential Question(s):**

**• Has the American experiment in democracy been successful?**

**• What is the best relationship between a government and the people it governs?**

**• Why do civic life, politics, and government exist and how does each fulfill human needs?**

**• Why are some governments more effective than others?**

**• What should be the role of the U.S. in world affairs and how do U.S. behaviors and actions affect other nations and vice versa?**

**(G): Geography Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

**Essential Question(s):**

- How does place drive the decisions people make?
- How do people interact with their environments?
- What are the causes and effects of human movement?
- What makes places similar and different?

**(E): Economics Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

**Essential Questions:**

- Why do people and nations trade?
- How does something acquire value?
- **Note: Include in ELEs How do price and supply and demand influence each other? What are markets and how do they work?**
- How do economic systems affect individuals, communities, societies and the world?
- What role should government play in economic systems?
- Which economic systems work best?
- How does technology drive change?
- Do the advantages of globalization outweigh the disadvantages?

**(D): Culture & Diversity- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

**Essential Questions:**

- What is culture, why is it important?
- Who should decide what “culture” and “cultured” are?
- Is there such a thing as cultural superiority? Why?
- How do cultural expressions (including literature, art, architecture, music, technology) shape history?
- How does cultural diversity impact a society?
- What happens when cultures converge or collide?
- What is morality and ethics?
- Who are the heroes and villains and what do they reveal about a culture?
- In what ways do religion, beliefs, values and/or spirituality contribute to progress, regress, or stagnation in society?

**Quarter One: Unit One - Foundations of American History - Sectionalism: The Road to the Civil War**

**Foundations of America**

- I. Students analyze political, ideological, and economic origins of the Revolution.
- II. Students understand the effects of the American Revolution on society and different social groups.
- III. Students interpret how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.
- IV. Students analyze the key features and major debates surrounding the formation and ratification of the U.S. Constitution and Bill of Rights

**Essential Understanding #1 - Students understand the political, economic, and social causes and effects of the Civil War.**

- H 1.0 Students understand the political, economic, and social causes and effects of the Civil War.
  - H 1.1 Students explain how the cotton gin and the opening of new lands in the South and the West led to increased demand for slaves, created the northern textile industry, and negatively impacted native peoples.
  - H 1.2 Students identify the economic, social, and cultural differences between the North and South and explain the various causes of the Civil War. [compare competing historical narratives]
  - H 1.3 Students assess the course and character of the Civil War and its effects on the American people.
  - H 1.4 Students explain the political, economic and social problems facing both the North and South after the War.
- C 1.0 Students understand the extension, restriction, and reorganization of political democracy from 1800 to 1865.
- G.1.0 Students understand the geographical importance westward expansion and note the acquisition of new territories.
- E 1.0 Students understand the causes and effects of Market Revolution.
- D 1.0 Students understand the varied experiences of African Americans under slavery.
  - D 1.1 Students identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings.

- D 2.0 Students understand the consequences of westward expansion for Native Americans.
- D 3.0 Students understand how antebellum Americans strived to reform society and create a distinct culture.
  - D 3.1 Students analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage.

**Essential Understanding #2 - Students understand the successes and failures of Reconstruction in the South, North and West, including impacts on native peoples.**

- H 2.0 Students understand the successes and failures of Reconstruction in the South, North and West, including impacts on native peoples.
  - H 2.1 Students evaluate Reconstruction ideals as a culminating expression of the mid-19th century impulse of social democratization and perfectionism
  - H 2.2 Students analyze how “the greater Reconstruction,” and especially Lincoln’s policies, transformed the American West and especially the lives of native peoples.
- C 2.0 Students contrast the goals and objectives of Presidential and Congressional Reconstruction, and specifically the 13th-15th Amendments [Compare and contrast differing sets of ideas] Example: Students debate the question: “Reconstruction was a success”
- D 4.0 Students understand the effects of the Civil War and Reconstruction Eras on racial minorities.
  - D 4.1 Students compare various perspectives on federal Indian policy, westward expansion, and the resulting struggles. [Compare and contrast differing sets of ideas] Examples: Read Richard Pratt’s “Kill the Indian, Save the Man,” and view before and after photos from native boarding schools. 2.) Read various native and non-native accounts of the Wounded Knee Massacre. Hold a court marshal hearing for the commanding officer.
  - D 4.2 Students explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change] Example: Students interpret Thomas Nast cartoons on racial violence.

## **Quarter 2: Unit 2 - The Gilded Age and World War I**

### **Essential Understanding #1-Students understand the causes and effects of rapid industrialization and urbanization on the American people.**

- H 3.0 Students understand the causes and effects of rapid industrialization and urbanization on the American people.
  - H.3.1 Students evaluate the social, economic, and technological pros and cons of rapid industrialization and urbanization during the later 19th century. [Analyze cause and effect relationships]
  - H.3.2 Students assess the connection between industrialization and immigration.[Analyze cause-and-effect relationships]
- C 3.0 Students evaluate the successes and failures of populism.
- G 3.0 Students understand the causes and effects of rapid industrialization and urbanization.
  - G 3.1 Students explain how rapid industrialization and urbanization transformed the environment. [Analyze multiple causation]
- E 2.0 Students understand how the “Second Industrial Revolution” transformed the economy, work processes, and domestic life.
  - E 2.1 Students examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth. [Utilize quantitative data]
  - E 2.2 Students examine the labor disputes between "robber barons" and workers.
- D 5.0 Students understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
  - D 5.1 Students explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [interpret historical data]
  - D 5.2 Students recognize how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]

### **Essential Understanding #2-Students understand the roots and development of American overseas imperialism.**

- H 4.0 Students understand the roots and development of American overseas imperialism.
  - H 4.1 Students describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to



- create an expansionist foreign policy in the late 19th century. [Analyze cause and effect relationships]
  - H 4.2 Students evaluate the causes, objectives, character, and outcomes of the Spanish American War and the Filipino Insurrection [Interrogate historical data]
- G 4.0 Students understand the geographic outcomes of the Spanish-American War.
  - G 4.1 Students trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]

**Essential Understanding #3- Students understand the successes and failures of the Progressive Movement.**

- H 5.0 Students understand the successes and failures of the Progressive Movement.
  - H 5.1 Students explain why and how the Progressives sought to address the problems of industrial capitalism, urbanization, and political corruption and evaluate the movement's effectiveness at the local, state and national levels.[Examine the influence of ideas]
- C 4.0 Students understand the political impacts of the Progressive Movement.
  - C 4.1 Students evaluate the presidential leadership of Theodore Roosevelt, William Taft, and Woodrow Wilson [Assess the importance of the individual]
  - C 4.2 Students Describe how the 16th, 17th, 18th, and 19th Amendments reflected the ideals and goals of Progressivism

**Essential Understanding #4-Students understand the significance of World War I in American history.**

- H 6.0 Students understand the significance of World War I in American history.
  - H 6.1 Students explain the causes of World War I and why the United States intervened. [Identify issues and problems in the past]
  - H 6.2 Students assess the impact at home and abroad of the United States involvement in World War I. [Identify issues and problems in the past]

### **Quarter Three: Unit 3 - The 1920s, Great Depression, WWII and Origins of the Cold War**

#### **Essential Understanding #1 - Students understand how the American politics, economics, and culture changed from the end of World War I to the eve of the Great Depression.**

- H 7.0 Students understand how the American politics, economics, and culture changed from the end of World War I to the eve of the Great Depression.
  - H 7.1 Students examine how Prohibition, spectator sports, and new cultural movements changed American society during the 1920s. [Identify issues and problems in the past]
  - H 7.2 Students interpret racial, religious, nativist, and labor tensions and their consequences in the postwar era. [Identify issues and problems in the past]
  
- E 3.0 Students understand how a modern capitalist economy emerged in the early decades of the 20th century.
  - E 3.1 Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]
  
- E 4.0 Students understand the causes of the Great Depression and how it affected American society.
  - E 4.1 Students evaluate the economic causes and effects of the Great Depression, including the stock market crash of 1929. [Analyze multiple causation]
  
- D 6.0 Students understand how the 1920s impacted women and African Americans.
  - D 6.1 Students examine rising racial tensions and the resurgence of the Ku Klux Klan. [Analyze cause-and-effect relationships]
  - D 6.2 Students analyze how the emergence of the “New Woman” challenged Victorian values. [Examine the influence of ideas]
  - D 6.3 Students identify the factors contributing to “The Great Migration” between 1910 – 1930.

#### **Essential Understanding #2 - Students understand how American life changed during the Great Depression.**

- H 8.0 Students understand how American life changed during the Great Depression.

- H 8.1 Students explain the effects of the Great Depression on the American people. [Analyze multiple causation]
- C 5.0 Students understand how Franklin Roosevelt’s New Deal transformed the role of American Government and initiated the welfare state.
  - C 5.1 Students examine the presidency of Franklin D. Roosevelt. [Assess the importance of the individual in history]
- G 5.0 Students understand the geographic impacts of the Great Depression.
  - G 5.1 Students explain the causes and effects of the Dust Bowl and associated migrations. [Analyze multiple causation]

**Essential Understanding #3 - Students understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.**

- H 9.0 Students understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.
  - H 9.1 Students investigate the causes of World War II and assess how the Allies prevailed. [Identify issues and problems in the past]
  - H 9.2 Student analyzes the effects of World War II on the home front, including the GI Bill and the VA Loan. [Analyze cause and effect relationships]
- D 7.0 Students understand the effects of World War II on women and minorities.
  - D 7.1 Students analyze the effects of World War II on women’s roles and the American family. [Compare and contrast differing sets of ideas]
  - D 7.2 Students evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. [Evaluate the implementation of a decision]
  - D 7.3 Students examine the role of Native American code talkers that enhanced the communications security of front line operations during World War II.
  - D 7.4 Students analyze the impact of a racially segregated force during World War II.

**Essential Understanding #4 - Understand the origins, developments and tensions surrounding the early Cold War and its impacts on American society.**

- H 10.0 Understand the origins, developments and tensions surrounding the early Cold War.
- C 5.0 Students understand domestic politics after World War II.
  - C 5.1 Students analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. [Analyze cause-and-effect relationships]

- C 5.2 Students evaluate the domestic accomplishments of the Truman and Eisenhower Administrations. [Evaluate the implementation of a decision]
- G 6.0 Students understand the geographic transformation of the United States in the post World War II period.
  - G 6.1 Students describe the expansion of suburbanization and analyze how interstate highways, the “crabgrass frontier” and “the baby boom” affected American society. [Explain historical continuity and change]
- E 5.0 Students understand the economic boom/bust of postwar United States.
  - E 5.1 Students explain the reasons for the rapid growth and eventual decline of the postwar consumer economy. [Analyze cause-and-effect relationships]

## **Quarter 4 - Unit 4 The Age of Turmoil - Modern America**

**Essential Understanding #1 - Students will understand how Liberalism, based on anticommunism abroad and a firm belief in government, especially federal power, to achieve social goals at home, reached its height in the mid-1960s and generated a variety of political and cultural responses.**

- H 11.0 Students will understand how Liberalism, based on anticommunism abroad and a firm belief in government, especially federal power, to achieve social goals at home, reached its height in the mid-1960s and generated a variety of political and cultural responses.
  - H 11.1 Students analyze the impact of the Vietnam War on American politics and society
- C 6.0 Students understand how the role of government increased both domestically and internationally.
  - Students will analyze the impact and effectiveness of new government programs and supreme court decisions.
  - Students analyze the cause and effect of the rapid increase in executive power and its impact on American diplomacy.
- E 6.0 Students understand rapid economic changes in American society created by a burgeoning private sector, continued federal spending, and technological developments helped spur economic growth.
- D 8.0 Students will understand that civil rights activists and political leaders achieved some legal and political successes that ended segregation, although progress toward equality was slow and halting.
  - D 8.1. Students will analyze the successes and failures of strategies, and utilized by civil rights activists to combat discrimination.
  - D 8.2 Students will examine how the economic and social changes, in addition to the anxiety engendered by the Cold War, led to an increasingly homogeneous mass culture, as well as challenges to conformity by artists, intellectuals, and rebellious youth.

**Essential Understanding #2 -Students will understand a new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.**

- H 12.0 Students will analyze how the new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

- H 12.1 Students will understand that President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.
  - H 12.1.1 Students analyze how the end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as debates over the nature and extent of American power in the world.
- C 7.0 Students will understand that conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.
- G 7.0 Students will understand that the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
- E.7.0 Students will understand how increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.
  - E 7.1 Students will examine how economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.
  - E 7.2 Students will analyze how policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

**Essential Understanding #3- Students will understand how the end of the Cold War and the attacks on September 11th, created challenges to U.S. leadership in the world and forced the nation to redefine its domestic and foreign policy, as well as its role in global affairs.**

- H.13.0 Students will understand how the end of the Cold War and the attacks on September 11th, created challenges to U.S. leadership in the world and forced the nation to redefine its domestic and foreign policy, as well as global role.
  - H.13.1 Students analyze the causes and consequences of the Middle Eastern conflicts.
  - H.13.2 Students examine how the spread of technology and globalization impacted America socially, politically, and economically, especially with the spread of computer technology and the Internet into daily life, which increased access to information and led to new social behaviors and networks.

- C 8.0 Students analyze how the war on terrorism sought to improve security within the United States, but also raised questions about the protection of civil liberties and human rights.
- E 8.0 Students will understand how increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.
  - E 8.1 Students will understand how economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.
  - E 8.2 Students will understand how policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.
  - E 8.3 Students analyze how the conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.
- D 9.0 Students will understand how the U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.
  - D 9.1 Students will analyze how the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
- D 10.0 Students will understand how new migrants affected U.S. culture and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.
  - D 10.1 Students will explore how demographic changes intensified debates about gender roles, family structures, and racial and national identity.

References:

Bozeman Public Schools. (2013, June 26). *Social Studies Standards*. Retrieved April 17, 2015 from <http://www.bsd7.org/cms/One.aspx?objectId=656596&objectId.137014=657197 \& contextId.137014 =656600&parentId.137014=656601> Used with permission.

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